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ABSTRACT

This content analysis schedule for the Collier County Bilingual Project of Naples, Florida, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report is a description of the activities in a second grade Spanish bilingual class. (SK)

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Proj. # 18
Naples, Florida

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

ED 072715

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

DATA VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

✓ 3rd Year Continuation (on separate C.A.S.) (Review of 2nd yr)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	included in	Con't	July 31, 1972
Pre-audit			
Interim audit			
Final audit	Included in	Con't	July 31, 1972

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Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 18

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Roselin S. Ehrlich /mss Date May 15, 1972

0.2 Name of Project Collier County Bilingual Project

0.3 Address of Project Board of Public Instruction

0.4 Collier County Courthouse

Naples, Florida 33940

.05 STATE 0.5 6

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
(6)-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - (1969)
07 - 1970
17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 NA

2.3 Prior bilingual program involved:
1-early childhood (Pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3

2.4 Source of prior bilingual program funding:

2.4 NA

0.2 Name of Project [illegible]

0.3 Address of Project Board of Public Instruction

0.4 Collier County Courthouse

.05 STATE Naples, Florida 33940 0.5 6

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
(6)-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No. 97 - (1969) 07 - 1970 17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 NA

2.3 Prior bilingual program involved: 2.3 .....
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 NA
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 2
1-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,4
(1)-local (4)-federal (specify) NS
2-state 5-other (specify) .....
3-university

2.8 Total Title VII grant (first year only) 2.8 $55,000

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 43,000

3.0 1-If a UNIVERSITY is working with the Title VII program, 3.0 0

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 240
B. Second year B 360
C. Third year C 450

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK ____ TOTAL NO. students PS and K	
1-grade 1	4
2-grade 2	4
3-grade 3	4
4-grade 4	
5-grade 5	
6-grade 6	
A 360 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B ____ TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C ____ TOTAL students gr. 10-12	

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 180	II E-Dom - NEMT: 65
2. Total English Mother Tongue		II_2 E-Dom - EMT: 115

5.0		No.	%
NE dom N-EMT	I	180	50
E dom NEMT	II_1	65	18
		115	32

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	TOTAL NO. students PS and K
1-grade 1	4
2-grade 2	4
3-grade 3	4
4-grade 4	
5-grade 5	
6-grade 6	
A 340	TOTAL students gr. 1-6

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B	TOTAL students gr. 7-9
10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 180	II E-Dom - NEMT: 65
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 115

I Total Non-English Dominant: 180/50%

II Total English Dominant: 180/50%

5.0		No.	%
NE dom N-EMT	I	180	50
E dom NEMT	II_1	65	18
E-Dom EMT	II_2	115	32
Total E-Dom II= II_1 + II_2		180	50

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	245	68 %	✓
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		245	68 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo & Black	E1	115	32 %	X
E2	E2	—	..... %	.....
II TOTAL number of EMT students other than target population		115	32 %	X

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 NS

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent

B1 Mexican-American	B1 245	68 %	✓
B2 Puerto-Rican	B2	..... %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
F Chinese-American	F	..... %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-ENT target students	245	68 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo & Black	E1 115	32 %	X
E2	E2 —	..... %	.....
II TOTAL number of ENT students other than target population	115	32 %	X

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 NS

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
	Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	180 English	50	X	....	....	X	....	....	....	....
A	..... American Indian	...	....	....	....	....	....	....	....	....
A1	..... Navajo	...	....	....	....	....	....	....	....	....
A2	..... Cherokee	...	....	....	....	....	....	....	....	....
A3	..... Keresan	...	....	....	....	....	....	....	....	....
A4	..... Other (spec.)	...	....	....	....	....	....	....	....	....
B	180 Spanish	50	X	....	....	X	....	....	....	....
C	..... Portuguese	...	....	....	....	....	....	....	....	....
D	..... French	...	....	....	....	....	....	....	....	....
F	..... Chinese	...	....	....	....	....	....	....	....	....
G	..... Eskimo	...	....	....	....	....	....	....	....	....
H	..... Russian	...	....	....	....	....	....	....	....	....
J	..... Other (spec.)	...	....	....	....	....	....	....	....	....

5.6 Recruitment of Students: 5.6 0
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 52%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 90
B. Average family income, if mentioned B. .....
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank:) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 55
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I NA
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check: A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.

1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 90
B. Average family income, if mentioned — B. ....
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 55
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 0, II ....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I NA, II ....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	———	———
5 others (specify)	———	———

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A NA, B ...., C ....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	———							
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood	———							
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1 / II 1

	I N-ENT	II ENT
1-inferred by use of surname	X	
2-established by formal testing of students		
3-assessed by informal means (specify how)		
4-not mentioned		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 NA

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 NA
1-yes
0-no

6.7 ENT parents' attitudes toward their children's learning of the N-ENT language 6.7 NA
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 NA
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) questionnaire given to members of Bilingual Committee

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NA
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

X
___ Language dominance not specified
.... Mother tongue not specified

(if any information is not specified, cross out that

1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 NA
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 NA
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 NA
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) questionnaire given to members of Bilingual Committee

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 NA
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

X
___ Language dominance not specified
.... Mother tongue not specified
___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I E Dom. NEMT	N=	N=
II E Dom EMT	N= 6	N= 1
II_1 E Dom NEMT	N=	N= 5

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A Total Number Monolingual: 6
B Total Number Bilingual: 6

Total Number of Teachers
N 12

7.1

		No.	%
I	A		
I	B		
II	A	6	50
II	B	1	
II_1	A		
II_1	B	5	50
A		6	50
B		6	50
N		12	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

____Language dominance not specified
__ _Mother tongue not specified
___Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		6
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2	No.	%
I A		
I B	6	100
II A	—	—
II B	—	—
II$_1$A	—	—
II$_1$B	—	—
A	0	—
B	6	100 (inf)
N	6	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
_____	6	6 (inf)

7.3 Language(s) used by bilingual teachers: 7.3 1a,1c,2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language. --3

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language --8
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. --5

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. --4

II E Dom EMT

II E Dom N-EMT

II B
II A
II B

A 0
B 6 100 (inf)
N 6

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	6	6 (inf)

7.3 Language(s) used by bilingual teachers: 7.3 1a,1c,2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language. --3

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language --8
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language. --5

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language. --4

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

Eval p.2

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Cuban	3	25	Mexican-American	6	100	Anglo ← same →	Anglo		
Mexican-American	0								
Ecuador	1	6							
Anglo	8	67							
0-not specified									

7.6 Selection of N-EIT teachers from local community
0-not specified
Number of N-EIT program teachers from local community .....
and % ....of total N-EIT teachers.

7.6 No. NS % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EIT students:
indicate specific percent on the blank, or
if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. %
A 0 —
B 6 100

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 * 11, 2, 3, 4, 8, 9

n.s.-qualifications not specified
0-previous courses not specified

1.... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2.) 1 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
(3.) 3 previous teaching through N-EIT (in country where it is a native language, in Peace Corps)
(4.) 4 previous teaching in local area
5.... courses in N-EIT language structure and usage
6.... courses in N-E literature
7.... content (e.g. Social Studies) courses learned through N-EIT
(8.) 3 any previous education through N-EIT
(9.) 3 courses in teaching ESL
10.... courses in methods of teaching N-EIT language
all (11.) 12 courses in methods of teaching content (e.g. math) in N-EIT (16 in 3rd yr.)
12.... certification in ESL
13.... certification in teaching N-EIT
14.... cross cultural courses
15.... courses in the cultural heritage, values, deep culture of N-EIT
16.... other qualifications, specify

third year

8.0 STAFF DEVELOPMENT

8.1 A 2,4
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified ...	.....	.....
1-English as their second language	.....	.....
(2.) The teaching of English as a second language	...X...	.....
3-X as their second language	.....	.....

Cont. p.68

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 * 1,2,3,4,8,9

n.s.-qualifications not specified
0-previous courses not specified

1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 1 ... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. 3 ... previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. 4 ... previous teaching in local area
5. ... courses in N-EMT language structure and usage
6. ... courses in N-E literature
7. ... content (e.g. Social Studies) courses learned through N-EMT
8. 3 ... any previous education through N-EMT
9. 3 ... courses in teaching ESL
10. ... courses in methods of teaching N-EMT language
11. all 12 ... courses in methods of teaching content (e.g. math) in N-EMT (16 in 3rd yr.)
12. ... certification in ESL
13. ... certification in teaching N-EMT
14. ... cross cultural courses
15. ... courses in the cultural heritage, values, deep culture of N-EMT
16. ... other qualifications, specify

third year

8.0 STAFF DEVELOPMENT

8.1 A 2,4
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	X	
3-X as their second language		
4-The teaching of X as a second language	X	
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

Cont. p.68
See Xerox Copy 7a

8.2 Stated goals of teacher training are: 8.2 I 1 II

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values .. and practices of	X	
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		

List specific courses if given (or Xerox and attach)

Question 8.0

SUBJECT: OBJECTIVES

Component - Staff Development

This component will participate in all the in-service workshops provided by the Collier County Board of Education. These have not been published as of this writing, therefore, this list will be made available on request. In addition, the Bilingual Project will provide consultant services for the teachers in the areas of Language Development, Culture and Heritage. These workshops will provide methods in the teaching of English as a Second Language. The teaching of English as the Dominant Language will be part of the local commitment as the teaching of Science and Math. The project will provide workshops for the teaching of English Second Language, Spanish Second Language and Spanish Dominant Language. It will be expected that the teachers in each of the above mentioned categories will be evaluated by the Consultants as members of their staff. In addition, they will be evaluated by the Project Director. This will insure that methods which were taught in the workshops are being used as adapted to the individual classroom. There have been specific objectives written for this area. We are going to follow the plan where the services will be provided in the central areas where needed. For example, we might plan for a workshop in the use of video equipment in the classroom. We later find that we are duplicating a workshop that the county is providing.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

Audit p.2

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 3,4,2,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

Cont. p. 55

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 0 B _____

	A for teachers	B for aides
0-not specified		
1-University faculty		
2-project's Master Teachers		
3-project's teachers		
4-other (specify)		

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	NS	
2-bicultural		
3-N-EMT (specify background)		

8.9 Training is provided: 8.9 NS
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 NS

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training

	no.	%

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 0

8.6 Paraprofessional's role: 8.6 3,4,2,6

Cont. p. 55

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 0 B _____

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	NS	___
2	___	___
3	___	___

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 NS
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A NS B 5 6 7

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 ~~NS~~

	no.	%
	___	___

or: if specified descriptively, indicate:
0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 7
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1,2

10.2 2,3,4,5

10.3 Average number of pupils per class:
0-not specified

10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	X	X	X

11.1 I 3
II 3
II$_1$ 3

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned

11.2 4

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1.5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	____	____	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	X	X	X

11.1 I 3
II 3
II_1 3

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 4

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 4
code: C= N.A. (if no EMT) II 4
13= 14= II_1 4

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM															
II E DOM															
II_1 E DOM/NEMT															

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no E-MT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - E-MT								
III E-DOM/NE-MT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4
I_2 4
II 4

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 4
II 4

code:	00 if no E-MT	0 not specified	1	2	3	4	5	6	7	8	9	10	11	12
II E-MT						5								
II_2 N-E-MT/E Dom						4								

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E-MT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-E-MT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E-MT
PreK				Pre K
1	NS	NS	NS	1 50
2	NS	NS	NS	2 50
3	NS	NS	NS	3 50
4				4 50
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-E-MT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E-MT, E dom students

	11.10 Min. per day	Total Min. per	11.11 Subjects taught	11.12 % of time per day of

projected through grade: 11 4

code:	00 if no E.M.T	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II E.M.T						5								
IIb N-E.M.T/E Dom						1								

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E.M.T students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-E.M.T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E.M.T
PreK				Pre K
1	NS	NS	NS	1 50
2	NS	NS	NS	2 50
3	NS	NS	NS	3 50
4				4 50
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-E.M.T students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-E.M.T, E dom students

	11.10 Min. per day of instruction through N-E.M.T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E.M.T
PreK				Pre K
1	NS	NS	NS	1 50
2	NS	NS	NS	2 50
3	NS	NS	NS	3 50
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

11.13 2

0-no English Mother tongue students

2-two way: EMT learn Spanish as a second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1	NS	NS	NS	1 50
2	NS	NS	NS	2 50
3	NS	NS	NS	3 50
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3

Cont p.25

See Xerox Copy 11b

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.

8-other (summarize)

	of instruction through N-EMT	day of any instruction	in second lang.	of instruction through N-EMT
PreK				Pre K
1	NS	NS	NS	1 50
2	NS	NS	NS	2 50
3	NS	NS	NS	3 50
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Cont p.25
See Xerox Copy 11b

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

See Xerox Copy 11.b-16 d

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

BILINGUAL PROCEDURES

A. COMPONENT NAME Instructional B. DOMINANT LANGUAGE Spanish/SL C. GRADE LEVEL 2

D. No. OF PARTICIPANTS 60 P R O D U C T

E. PROGRAM OBJECTIVES: To insure that Anglo children learn and are able to function in a second language

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
WRITING			
By the end of the second year 75% of the students will be able to function with 80% accuracy.	Daily Monthly Semi-annually	Teachers Proj. Director Parents	Student workbooks Inter-American/Spanish version Reaction papers
1. Acquired the ability to use affirmative and negative sentences to describe persons, animals, or things around us.			
2. Developed the ability to use capital letters in abbreviations such as Sr., Sra., Srta., Dr., Dra., Sta., Ud., etc. Reinforcing the use of lower case in writing the names of the months, days of the week and words denoting nationality.			
3. Eliminate spelling mistakes common at this level, such as: omission of h, interchange of b for v, g for j, y for ll, r for l and vice versa; nb and np for mb and mp, etc. Dividing words correctly at the end of line using the hyphen (-). Transferring the ability acquired in English in writing some letters that represent sounds common in both languages: such as c, final s, and initial d, l, m, n, b, and p.			

Quest. 2 1.17

11c

BILINGUAL PROCEDURES

A. COMPONENT NAME Instructional B. DOMINANT LANGUAGE Spanish/SL C. GRADE LEVEL 2

P R O C E S S E: PROGRAM OBJECTIVES: To insure that Anglo children learn and are able to function in a second language.

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
Speaking			
The teacher's instruction will be entirely in Spanish using Lets Speak Spanish II. The room environment will be conducive to Spanish instruction. The teacher will expect responses in Spanish from the children and will respond to them in Spanish, even though they may question or respond in English. The evaluation will be the evaluation of how well the children meet the objectives.	Daily Monthly Semi-annually	Project Director Parents	Anecdotal records Tapes Inter-American/Oral Reaction papers
LISTENING			
The teacher will provide varied experiences, i.e., reading to them in Spanish. The classes, of course will be conducted entirely in Spanish Language in order that the children receive this type of atmosphere. The rooms will be entirely free of any signs of English. The teacher's methods will come under constant evaluation by the Project Director and parents, who will be invited to visit the classrooms. We do not plan to use formal reaction instruments but to so list statements from the parents.			

Question 12.0

11.5

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1 IB 1 IIA 1 IIB 1
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	---	---	---	---	

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II		
	Non Eng dom students		Eng dom students		
	A in dom lang	B in second lang	A in dom lang	B in second lang	
13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1 IB 1 IIA 1 IIB 1
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	---	---	---	---	
13.3 Listening-speaking proficiency determined by:					13.3 IA 2 IB 2 IIA 2 IIB 2
1-measure of listening-speaking proficiency	---	---	---	---	
2-informal assessment by teacher	X	X	X	X	
13.4 Second language reading skills are learned:					13.4 IB 2 IIB 2
1-concurrently with learning to read in dominant language		---		---	
2-after a specified level of dominant language reading competence achievement		X		X	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---	
4-before learning to read in dominant language		---		---	

see Xerox copy 11b

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA 1
	___	___	___	___	IB 1
1	X	X	X	X	IIA 1
2	___	___	___	___	IIB 1
3	___	___	___	___	
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___	13.6 IA 2
2-informal teacher assessment	X	X	X	X	IB 2
					IIA 2
					IIB 2
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___	13.7 IA NS
2-in second grade	___	___	___	___	IB 4
3-in third grade	___	___	___	___	IIA 4 C.p.56
4-in fourth grade	___	X	X	___	IIB NS
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS IIB NS

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2 II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X

13.6 Reading readiness is determined by:

1-test of reading readiness					13.6 IA 2
2-informal teacher assessment	X	X	X	X	IB 2
					IIA 2
					IIB 2

13.7 Grade level reading is expected:

1-in first grade					13.7 IA NS
2-in second grade					IB 4
3-in third grade					IIA 4 C.p.56
4-in fourth grade		X	X		IIB NS
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS IIB NS

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2 II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	---	---	---	---
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	2	2	NS	NS
3-Other (specify)	---	---	---	---
0-Not specified	---	---	---	---

15.0 IA 2
IB 2
IIA NS
IIB NS

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

Mis Juegos y Cuentos Camino de la Escuela
Aprendemos a Leer
Let's Speak Spanish
Cont. pA
Bett's Series
Miami Linguistic

	16.1 IA	I	II	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	X	X	---	X
2-Basal readers	X	X	X	---
3-Dialect readers	---	---	---	---
4-Experience charts (stories dictated by children)	---	---	---	---

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA NA II NA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified	---	---
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	---	---

control of the standard form.	---	---	---	---
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	2	2	NS	NS
3-Other (specify)	---	---	---	---
0-Not specified	---	---	---	---

Mis Juegos y Cuentos Camino de la Escuela
Aprendemos a Leer
Let's Speak Spanish
Cont. pA
Bett's Series
Miami Linguistic

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA X	X	II. ---	IIB X
2-Basal readers	X	X	X	---
3-Dialect readers	---	---	---	---
4-Experience charts (stories dictated by children)	---	---	---	---

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1	16.2 IA NA	II. NA
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	---	---
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	---	---
4-songs	---	---
5-programmed instruction	---	---
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	---	---
9-realia, graphic displays	---	---
10-records, tapes	---	---
11-listening centers	---	---
12-multi-media approach	---	---
Experiential :		
13-role playing	X	X
14-puppetry	X	X
15-experience charts	---	---
16-primary typewriter	---	---
17-learning through direct experience with materials e.g. Montessori	---	---
18-activity centers-chosen by child	---	---
19-other (specify)	---	---
Learning outside the classroom:		
20-field trips	X	X
21-suggested TV programs	---	---
22-other (specify)	---	---

Cont p. C+E

16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 16.4 2,4,9,11

0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

Dade County Materials

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified
1-xerox attached-page and document ___

p E Cont.

See 16.1 ON pg 14

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 4,5

0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

Cont. p.44

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 1,2

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)		X
3-individual instruction		

17.3 Criteria for grouping:

	Students		
0-not specified	I Non Eng dom	II Eng dom EMT	III Eng dom NEMT
1-by age			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12 other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document ___
p E Cont.

See 16.1 ON pg 14

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 4,5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

Cont. p.44

17.2 Students are grouped for language instruction: 17.2 1,2
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)		X
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	III Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language	X	X	X
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3,4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 no

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 4,6

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

See Xerox 16a – f.

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 3,5
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position

Cont. p.5

19.0 CURRICULUM PATTERNS

19.0 4,6

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

See Xerox 16a – f

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 3,5

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development Cont. p.5
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 NA

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

Attachment —

Second Grade Bilingual Class

Activities in Spanish Language - Pipher

190

I have geared classroom activities with some of the following ideas in mind. Each child is able to perform well in some activity, so there must be a wide variety from which to choose. I try to accept each child as an individual personality, listen to his ideas and build on them. I do not believe in inflexible rules of discipline and I try to let the child realize his own mistakes. I have wanted to teach self reliance and reasoning. The child must be aware of why he is asked to behave in a certain way. We have explored the reasons for certain types of behavior.

22.0 LEARNING STRATEGIES

Most of my class are from families with large numbers of children and where both parents work. Their homes are small, crowded, and often very inadequate. Their social experiences are limited to the streets. There is little intellectual stimulation. In short, the children cannot see the need in their lives for school. This year I have tried to mold a positive, accepting attitude toward school and knowledge.

The classroom situation was excellent. My class has varied from 15 to 21 students, ranging in age from 6 to 10. The change in their attitude toward school has convinced me that the opportunity given them to work in Spanish was not erronious. It has provided them for the first time in their school careers a chance to perform to their maximum capabilities without the ever present language barrier. Most of the children have shown a great desire to work and to prove their ability to produce. It is as though they were only waiting to be given a chance. While abilities vary greatly their desire to work in school is uniform.

In language arts I have concentrated on providing activities to interest the child in reading in Spanish. Therefore I supplemented our readers with peer-produced reading materials, or stories which the children themselves make up and dictate. While this is the first year these children have had Spanish

as a written language all are reading most of the basic sight words and the most advanced have mastered the phonetic sounds and are able to sound out most words presented to them. I have stressed vocabulary development through discussions and other subject activities. I encourage the children to correlate their Spanish and English vocabularies, also. Grammar has been mostly the introduction of correct, acceptable usage in Spanish. I have emphasized correct verb structures and have quietly tried to substitute Spanish verbs for Anglicized forms normally used in the home.

22.0 LEARNING STRATEGIES

I firmly believe the children need to talk and to discuss all that they see, feel, hear and observe. I encourage them to tell me of their interests. I try to bring these interests into our regular activities. For example, our videotaped play was suggested by the class. Most wanted to do something on cowboys and Indians, so the play was built around one of our songs, "Alla en el rancho grande". We also studied something of Indian life and customs and included art by decorating a typee and the walls for our set. The children learned to read their lines and then enjoyed themselves a great deal as television stars. This was a boost to their self concept and a successful lesson from many standpoints. I attempted involving the parents by inviting them to see this play. Those who came seemed to enjoy themselves, but response was less than I had hoped.

I have introduced the children to Spanish culture through songs, and stories. Their knowledge of their Mexican heritage is very limited and should be expanded. I have emphasized the fact that even though they speak Spansih they are still Americans and are part of this country.

In arithmetic I have followed the general second grade program and the behavioral objectives given. The children have had to learn to handle counting and computations in Spanish and in English. This opened up a new group of words in Spanish which were new to most of the group. They were used to English terms and not Spanish. However, most have made a great deal of progress and are performing at grade level in arithmetic.

Second Grade Bilingual - English Activities - Sampson

This year was the first time that I had the experience of working with a bilingual program. It has been a challenge to teach the Spanish children a workable English vocabulary and at the same time to strengthen the Americans vocabulary so that they can be successful in their school experience.

In both groups of children (Spanish and English speaking) there were some grave deficiencies. There was a lack of nursery school training, inadequate playground facilities in the community and especially a lack of correct English usage in the homes. The homes also failed to provide the necessary discipling measures since many of the parents worked. However, I feel that the program has accomplished some good objectives in the following ways:

22.0 LEARNING STRATEGIES

a) We had smaller classes and were able to observe individually and find out the children's strengths and weaknesses.

b) We got to know the children better and to know their needs socially, emotionally and physically. The pupils have had a feeling of not being under stress or uncomfortable because they were being taught in both languages. I believe this helped them to adapt better to their teachers and studies.

We provided many experiences through the literature approach using movies, teacher made posters, commercial posters, film strips, library books and the text books provided by the school for the second grade level. In our language arts the children are able to print their full names, write the months and days of the week and identify these words in context. Most of the children can tell the kinds of simple sentences and recognize correct punctuation marks.

Many times social studies and art were combined to make a more meaningful experience. Projects were centered around the holidays, such as making Christmas candles, baking cookies, and making mail boxes for Valentines Day. For Easter we boiled and dyed eggs, made baskets and had a small egg hunt.

Activities in Spanish-Second Language

Question 12.0 Methods of Second Language Learning

Our work here has been mainly the development of basic comprehension of simple spoken Spanish, and the development of pronunciation skills in the language. Oral repetition and substitution drills are part of the daily activities. I include the most difficult sounds in Spanish and stress work on them. The best of the students are able to pronounce sentences at regular speed with little noticable accent. Most are capable of correct general pronunciation. I have limited vocabulary to classroom objects, colors, clothing, parts of the body and common animals. Naturally other words are understood, but these have been the areas of concentration.

In arithmetic most can count to 20, some can go to 100. Most can perform simple addition and subtraction computations in Spanish. Most can tell time to the hour and half hour in Spanish.

Most are able to read the vocabulary words introduced with fairly good comprehension. The best are able to sound out words phonetically and read them correctly, even without knowing their meaning.

The major difficulty with this group is providing activities which hold their interest. It is hard for them to see an immediate need for learning Spanish and so enthusiasm is somewhat low. There is also a wider range of intelligence and capability in this group. Some would perhaps be better off in a regualr program. While I have not felt particualrly satisfied with the progress of this group, most have learned quite a bit and are becoming more adept at guessing meanings from context clues in the language.

In all activities I have worked closely with Mrs. Sampson and have attempted to correlate my activities with hers so as to constantly reinforce the material being taught.

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Science activities have included the setting up of an acquarium, an ant colony, the planting of seeds and bulbs, observations on the mixture of colors and many discussions on the seasons, the weather, the temperature, parts of the body and foods. We have baked cookies in the stove and discussed the effects of heat. We colored Easter eggs and learned from that something of the blending of colors. Our trip to the circus provided many discussions of animals and their characteristics.

In health we have emphasized eating the right foods and have learned the words for many common foods in both Spanish and English. Since many were getting permanent teeth and had previously had very bad teeth with many cavities I provided toothbrushes and have encouraged each child to brush his teeth daily.

To teach social studies I have relied a great deal on filmstrips which I have translated into Spanish and on movies. Our field trip to the circus provided many class discussions on how people work together andon a variety of other related subjects. We have covered holidays and their meanings, something of patriotism and national pride, and a great deal on acceptable social behavior in vardous situations.

The tone of the class has been one of relaxed acceptance. I do not believe in intense pressure to force a child to try to learn. It is not effective and with the small size of the group it has been unnecessary. I feel the children have come to respect Spanish more as a full and rich language and they xx have been able to experience success in their activities.

Most still need vocabulary and comprehension development in both Spanish and English. They need meaningful background experiences which will allow them to discuss materials presented. They need further work in socialization. Their life is one of fights, arguments and often constant bickerings. For this reason much work must be done in the area of how to cope with disputes in a fair and reasonable manner.

I feel it is very important to read to the children every day something which will be of interest and importance to them. I realize all reading and writing skills are closely relat ed and cannot be separated, so I try to bring these skills into meaningful activities which the children will enjoy. All these skills are interdependent and cannot be separated and still be taught in a logical manner. All this helps to build better understanding for discussion and helps the child to recall from his past experiences.

Our trip to the circus in early January provided a source for discussion and work in many areas. The children were encouraged from this trip to choose many books from the library, do many different art projects, and learn a whole new range of wxrk words to describe their experience.

In the classroom the children have planted seeds and from dealing with this directly have gained an appreciation of how things grow and develop. They have seen the need to take care of these plants to keep them growing and so have had the beginnings of responsability. Other similar science experiences have been tried during the year. I feel children learn most from doing, not hearing the teacher only talk about the activity.

21.0 SELF-ESTEEM 21.0 3,4,5,6,8

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) 16 a - F Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
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15-other (specify)

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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-NMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-NMT culture involves (mark all that apply) 23.4 1,2,4
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or NMT
8-Other (specify)

C p. 23

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 0-none mentioned — 23.3 0

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) — 23.4 1,2,4

C p. 23

0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
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23.5 American culture is defined: — 23.5 2

0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: — 24.1 1,2,3

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: — 24.2 no

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,3,9

-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,3,6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

see Xerox Copy 19a-e

24.5 The school keeps informed about community interests, events and problems through: 24.5 3,4,5

Eval. p. 12

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,3,6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

see Xerox Copy 19a-e

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Eval. p. 12

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,6

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

BILINGUAL PROCEDURES V-C (page 11) DRAFT

A. COMPONENT NAME Immokalee Community Involvement B. DOMINANT LANGUAGE Mixed C. GRADE LEVEL 1-4

D. NO. OF PARTICIPANTS Not specified P R O D U C T E. PROGRAM OBJECTIVES:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency Of Measurement	Person(s) Responsible	Data collecting and reporting including due date
1. 100% of all radio and newspapers in area will release information concerning the third year of operation of the Bilingual Program.	Count	Community Specialist	August '72 Project Director Survey
2. 80% of parents enrolled in Bilingual Program will visit schools attended by their children at least once during school year.	During school year (Count)	Classroom Teachers and Community Specialist	Classroom Teachers June '72
3. 80% of enrolled childrens' parents attend "Culture Fair"	Count	Community Specialist Classroom Teachers Project Director	Written reports of planning sessions by teachers. Date of Fair.
4. 20% of enrolled childrens parents will plan with the staff for yearly "Culture Fair"	Count	Community Specialist Classroom Teachers	Reports of planning sessio Time of Fair
5. 10% of the parents of children will participate in the adult community school program.	Count	Community Specialist	End of semester from attendance list.
6. 20% of the parents of children in the program will attend at least one field trip with their children	Count throughout year	Community Specialist Classroom Teachers	Classroom teachers by attendance twic per year.

Question 24.3 - 24.5

[LINGUAL PROCEDURES

A. COMPONENT NAME Immokalee Community Involvement B. DOMINANT LANGUAGE Mixed C. GRADE LEVEL 1-4

P R O C E S S

PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
1. Prepare written and taped releases in English and Spanish to newspapers and radio stations serving Immokalee.	Count	Community Specialist	August '72 Project Director Survey
2. Prepare a written brochure explaining purposes and procedures of bilingual program. Distribute to parents with letter requesting they observe thier children in class. Plan with teachers and Director special events in which children have individual work or accomplishmengs to demonstrate. Visit homes to increase interest and motivate parents.	During school year (Count)	Classroom Teachers and Community Specialist	Classroom Teachers June '72
3. Plan with teachers, Director, and parents a "Culture Fair." Make use of maximum amount of student made materials (costumes, etc.) and allow student work to be demonstrated. Use video recording of prior in school events to motivate parents to come to school in the future.	Count	Community Specialist, Classroom Teachers, Project Director	Written reports of planning session by teachers. Date of Fair.
4. Plan Culture Fair with parents selected during home and community visits who have leadership ability and interest in program. Content of Fair should have previously been planned jointly with students through their teachers.	Count	Community Specialist, Classroom Teachers	Reports of planning sessions. Time of Fair.

A. COMPONENT NAME Community Involvemen B. DOMINANT LANGUAGE Mixed C. GRADE LEVEL 1-4

D. NO. OF PARTICIPANTS Not specified P R O D U C T E. PROGRAM OBJECTIVES:

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency Of Measurement	Person(s) Responsible	Data collectin and reporting including due date
7. 100% of parents of enrolled children with severe health, social, or psychological problems will be aware of resources available.	Count	Community Specialist	Questionnaire - home visits first month, end of semester end of year.
8. 100 of the parents of children who are absent more than 20% of the school year will be counseled concerning methods of increasing their childrens attendance.	Attendance surveillance monthly	Teachers and Community Specialist	Conferences wit parents at initial enrollment, end of semester, and termination of students enrollment.
9. Increased involvement of local resource people in the instructional program.	Count	Community Specialist	Teacher monthly reports of resource people used in instruc tional program.

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ILINGUAL PROCEDURES

A. COMPONENT NAME Community Involvement B. DOMINANT LANGUAGE Mixed C. GRADE LEVEL 1-4

PROCESS

PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
5. Community Specialist will prepare in English and Spanish a list of all education, vocational, and recreation opportunities available through the community school program and distribute through the children, the media and by personal visitation.	Count	Community Specialist	End of semesters from attendance list.
6. Fieldtrips will be planned at least one month in advance with input from children and parent groups. Parents will be granted free admission to special events and given lunch with children. Inter grade and school competition will be initiated to determine the class or school with the most parent participation.	Count throughout year	Community Specialist, Classroom Teachers	Classroom teachers by attendance twice per year.
7. Parents will be given brochure prepared (in English and Spanish) by Inter-agency council of various health, social and psychological services available. Individual visits will be made to homes of parents in need of specific help for themselves or their children.	Count	Community Specialist	Questionnaire - home visits first month, end of semester, end of year

BILINGUAL PROCEDURES

A. COMPONENT NAME Community Involvement B. DOMINANT LANGUAGE Mixed C. GRADE LEVEL 1-4

P R O C E S S

PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
8. Home visits will be made in cases where a child is a poor school attender. This will be done also in cases where children will be taken out of school to follow harvest season.	Attendance surveillance monthly	Teachers and Community Specialist	Conference with parents at initial enrollment, end of semester, and termination of students enrollment.
9. Recruitment of resource people for classroom demonstrations. Speakers, etc., will be the responsibility of the Community Specialist. This year care will be taken to stress attracting minority group members to service.	Count	Community Specialist	Teacher monthly reports of resource people used in instructional program.

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25.2 Project's impact: 25.2 1

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 NS

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

Eval. p.18

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 0
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "